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ABSTRACT

Three sections of information are provided in this guide designed for prospective and present adult basic education (ABE) teachers in Oklahoma. The first section provides basic information on ABE programs. Topics include the following: the ABE learning center concept, the origin of ABE, purpose of the ABE program, Oklahoma's adult student body, goals of ABE teachers, selection of ABE teachers, professional organizations of ABE teachers, adult education regulations; new General Education Development (G.E.D.) Test information, administration of the G.E.D. Test, suggested competencies for ABE teachers, and criteria for ABE materials. The second section discusses and provides suggestions on student recruitment, enrollment, and retention. The third and final section provides information on teaching tips and techniques. The following items are discussed: the psychology of learning, student observation, characteristics of adult learners, characteristics of good teaching, how to be a better leader, a teacher's self-appraisal, conversation topics, some teaching techniques in reading, and counseling ABE students. (JH)

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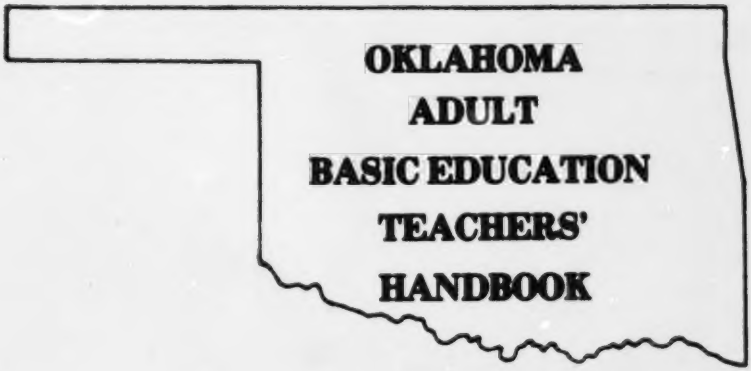

OKLAHOMA ADULT BASIC EDUCATION TEACHERS' HANDBOOK

OKLAHOMA STATE DEPARTMENT OF EDUCATION

LESLIE FISHER, SUPERINTENDENT

1978

CE 022 560

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PREFACE

This handbook is presented as an informative guide for prospective and present Adult Basic Education teachers in Oklahoma. It includes basic information on ABE programs, as well as helpful items related to recruitment, enrollment, retention, and classroom management.

The teacher of adult basic education faces a challenging mission: to educate, encourage, inspire, and motivate adults who often are unsure of their abilities, frustrated from former educational experiences, and eager to learn new skills. The rewards to be gained from such a teaching experience are many. It is hoped that this ABE Teacher's Handbook may be a valuable aid to those who are dedicating their time and talents to adult basic education in Oklahoma.

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ABE INFORMATION

THE ABE LEARNING CENTER CONCEPT

The Adult Learning Center concept is based upon the same philosophy as that of the American system of public education, which emphasizes the proposition that all Americans, regardless of race, color, or creed, should be provided an opportunity to develop their intellectual ability to the limit of their capacity.

The Adult Learning Center is a supportive facility which contributes to the implementation of this philosophy by making available a structured situation in which adults who, for one reason or another, during their developmental period did not develop their intellectual abilities to a level commensurate with their capabilities.

THE ORIGIN OF ABE

The Adult Basic Education program began in Oklahoma in 1965 under the Office of Economic Opportunity, switching in 1966 to the Office of Education through the Elementary and Secondary Act. The Act is a milestone which goes far beyond the older, narrow notion of education as reading, writing, and arithmetic. Its stated purpose is:

> "To encourage and expand education programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens."

The Act defines adult education as instruction to those persons eighteen (18) years of age and older who do not have a high school diploma or the equivalent of a high school diploma. However, when the Act was funded, it was stipulated that the group having less than an eighth-grade education or competency at that level was to be served first (with highest priority given to those with less than a fifth-grade education).

PURPOSE OF THE ABE PROGRAM

The purpose of the Adult Basic Education program is to provide opportunities for basic education to adults who are 18 years of age or older and not currently enrolled in school. It is hoped that such students will improve their ability to speak, read, and write the English language, giving them a greater opportunity to get and/or retain employment commensurate with their potential ability.

Other aims are to raise the educational level of ABE students in order to help them be less dependent on others, to improve their ability to benefit from occupational training, and to increase their opportunities for productive and profitable employment. Such accomplishments will hopefully enable them to better cope with their adult responsibilities.

As a result of the ABE program, a larger percent of the adult population in Oklahoma is becoming better equipped to prepare for technical and skilled training and employment. Hopefully, the ABE program will also enhance each student's opportunities for occupational advancement and for healthier and happier lives.

OKLAHOMA'S ADULT STUDENT BODY

The adult student body is made up of adult basic enrollees having less than an eighth-grade education. The 1970 Oklahoma census shows that approximately seventeen thousand, three hundred and twenty-two (17,322) adults twenty-five years of age and over have completed no formal school years.

The 1970 Oklahoma census also shows approximately sixty-two thousand, two hundred and nine (62,209) adults twenty-five years of age and over who have completed from first through fourth grade educational level.

The adults in Oklahoma with less than an eighth-grade education number approximately one-hundred forty-nine thousand, nine-hundred and ninety-one (149,991) as identified by the same census count.

The ABE director in each area has been given a complete compilation of the adult target popoulation as identified by the 1970 census, should teachers want additional information of this kind.

GOALS OF ADULT BASIC EDUCATION TEACHERS

--Teaching basic skills of computation and communication so that the student may acquire other skills.
--Helping the student of ABE to be more confident, to like himself, and to make sound judgments in his role as a citizen, parent, employee and consumer.
--Helping the ABE student understand the duties, responsibilities and privileges of citizenship.
--Helping the ABE student cope with the demands of the working world so he may become employable and remain employed.
--Helping the ABE students realize their responsibilities to their families, making them more effective members of a family unit.
--Helping the ABE student to use his/her leisure time for a more satisfying life.

SELECTION OF ABE TEACHERS

The local education agencies may select the teachers they think are best qualified to teach their ABE classes. The teachers are paid seven dollars ($7.00) per hour for teaching the adult classes. All ABE teachers must have a valid Oklahoma teaching certificate.

All teachers of ABE students are encouraged to attend local and state workshops which are planned to meet the needs of the ABE teachers. Teachers are also encouraged to express their needs and to designate the areas they would like to have addressed in both local and state workshops. This may be done by written suggestions to their director or the state administrator of the ABE program.

PROFESSIONAL ORGANIZATIONS FOR ABE TEACHERS

The Oklahoma Adult Basic Education Association was organized in October of 1977. Approximately two-hundred (200) Adult Basic teachers are charter members, along with many administrators and some students.

It is suggested that you who are ABE teachers in Oklahoma become acquainted with your state professional organization, join, it, and attend its meetings. You will get more out of your organization if you are an active participant. In doing so, you will meet more people in your field, and find out what they are doing that is new and successful. Brainstorming with other teachers to find out what is working for them is a rewarding experience.

Should you want information concerning the Oklahoma Adult Basic Education Association, contact this office: 2500 North Lincoln, Oliver Hodge Building, Oklahoma City, Oklahoma 73105, telephone 405/3321 or 3322.

ADULT EDUCATION REGULATIONS

I. ADULT BASIC EDUCATION

It is recommended that each school superintendent designate one or more members of his staff to be responsible for the adult education program.

It is further recommended that all schools cooperate with the State Adult Education Organization. (See Adult Education Bulletin of the State Department of Education, Adult Education Section, Oliver Hodge Memorial Education Building, Oklahoma City, Oklahoma 73105.)

Regulation A. Teachers in adult education programs shall be certified in the same manner in which other public school teachers are certified.

Regulation B. A certificate of 8th grade school achievement may be earned by enrolling in courses of basic education sponsored by the local public school and by successfully passing a standardized educational achievement test as prescribed by the State Department of Education.

II. HIGH SCHOOL EQUIVALENCY CERTIFICATE [G.E.D.]

The Adult Education Section of the State Department of Education is authorized by the State Board of Education to implement a program for issuing a certificate of high school equivalency. To be eligible to receive a certificate, an applicant shall meet the following requirements:

a. He shall be eighteen (18) years of age or older except as provided below:

(1) Applicant in the process of enlisting in the armed services shall have attained seventeen (17) years of age;

(2) Applicants who are members of a federally funded Job Crops shall be at least seventeen (17) years of age.

b. He shall be a resident of the State of Oklahoma.

c. He shall make the minimum score required for passing the General Educational Development Test, which is an average of 45 over the five categories included in such tests. No score shall be less than 35. The test shall be administered by an approved testing center.

d. He shall not be eligible to take the G.E.D. Test prior to the time his class will have graduated, except as provided in item 'a.', (1) and (2).

e. The applicant shall file an application on a prescribed form with the Adult Education Section and shall attach to the application a letter from the school last attended verifying the year such student was expected to graduate.

f. Any person who has taken the G.E.D. test prior to 1965 shall re-take the test.

The Certificate of High School Equivalency is a credential certifying that the holder has shown evidence of general development equivalent to a liberal high school education as revealed by scores made on the General Development Tests. The Certificate of High School Equivalency cannot be exchanged for a high school diploma. It may be used to secure employment or an advancement in the job already held.

Application Through Adult Learning Centers

To become eligible to take the G.E.D. Test an application must be made to the section of Adult Education of the State Department of Education through the local Adult Learning Center on forms provided by the Section of Adult Education. No fee will be changed by the State Department of Education for the issuance of the certificate; however, a fee is charged by the testing agency in Oklahoma authorized to administer the test. The fee is payable by the applicant to the testing agency at the time the tests are taken.

OKLAHOMA PUBLIC SCHOOL ADULT LEARNING CENTERS

Ada
Altus
Anadarko
Ardmore
Bartlesville
Chickasha
Clinton
Dept of Corrections
Drumright
Duncan
Durant
Elk City
Enid
Fairview
Guthrie
Guymon
Hugo
Idabel
Lawton
McAlester
Moore
Muskogee
Norman
Okmulgee
Oklahoma City
Pauls Valley
Pawhuska
Ponca City
Poteau
Pryor
Sallisaw
Shawnee
Stigler
Stillwater
Tahlequah
Talihina
Tulsa
Watonga
Wilburton
Woodward
Wewoka

NEW G.E.D. TEST INFORMATION

Twelve new forms of the G.E.D. test will be ready for distribution in 1978.

Titles and Content

Test 1-80 Questions
THE WRITING SKILLS TEST
Spelling, Punctuation, Capitalization 25%*
Grammar and Usage 30%
Diction and Style 15%
Sentence Structure 15%
Logic and Organization 15%

Test 2-60 Questions
THE SOCIAL STUDIES TEST
Economics 20%
Georgraphy 15%
Political Science 20%
History 25%
Behavioral Science 20%

Test 3-60 Questions
THE SCIENCE TEST
Biology 50%
Earth Science 20%
Chemistry 15%
Physics 15%

Test 4-40 Questions
THE READINGS SKILLS TEST
Practical Reading 15%
General Reading 35%
Prose Literature 35%
Poetry 10%
Drama 5%

Test 5-50 Questions
THE MATHEMATICS TEST
Arithmetic 55%
Geometry 20%
Algebra 25%

*Percentages may vary slightly by form.

INSTRUCTIONS FOR ADMINISTRATION OF THE "M" SERIES OF THE GED TESTS

The following time constraints will be used in administering the GED tests.

Test One — Writing Skills - 80 Questions — 1 hour
Test — Social Studies - 60 questions - 1½ hours
Test Three — Science - 60 questions - 1½ hours
Test Four — Reading Skills - 40 questions - 1 hour
Test Five Mathematics - 50 questions - 1 hour

The Examiner will tell examinees at the beginning of each test the time limit and announce when there is five minutes remaining.

No one Form will be stocked as a retest form. All forms should be used equally. For a retest candidate the examiner will ensure that a different form of the test is administered on retesting from that administered on initial testing.

The new forms of the GED were developed so as to represent a "power" test—one on which nearly all examinees can finish comfortably within the intended administration time. (That is, for *most* GED candidates, work rate will not have a serious effect on test performance.) The series of norming and equating studies conducted by ETS in 1977 used the stated time limits when the tests were administered to 12th grade students. *The validity of the standard scores and associated percentiles depends on using the time limits as listed.* "Standard scores" like these are only meanful if the administrative conditions for GED candidates are identical with those used in the norming studies.

The ETS studies found that 91-99% of the 12th graders completed the mathematics test within the prescribed time at 95-100% of that group completed all other tests within the time limits. In order to cerify that these results are applicable to the GED candidate population as well, one form of the new tests was administered to a sample of GED candidates. The percentage of GED candidates completing the tests within the prescribed time limits ranged from 95% (Mathematics) to 99% (Reading Skills.) Thus, strict adherence to the prescribed time limits can be expected to prevent relatively few GED candidates (between 1 and 20 and 1 in 100) from completing the tests.

The GED Testing Service can take no responsibility for the validity of test scores or percentiles arising from the use of time limits which differ from those used in the norming study. The use of longer time periods may result in somewhat higher scores than would have been obtained using the listed time limits. If so, this practice would have the effect of distorting the meaning of the score scale and lowering the standards for granting equivalency certificates.

SUGGESTED COMPETENCIES AND NEEDS FOR ABE IN-SERVICE TEACHER TRAINING

The teacher should:

Know the difference between the child and the adult as learners.

Know the principles of learning as they apply to adult students.

Know cultural and social forces that influence adult learning.

Know the unique characteristics of the adult as a learner.

Have an awareness of prior education experiences and failures.

Believe the adult learner can learn if properly motivated and given sufficient time.

Believe that both the teacher and ABE learner have responsibility for determining instructional objectives.

Believe that learning experiences for ABE learner should develop their motivation and self-direction in learning.

Involve each learner in active rather than passive participation.

Know what motivates ABE learners to participate in programs.

Know the importance of establishing rapport and confidence of each adult learner.

Find and develop potential talents of ABE students.

Does not fear students who come from different backgrounds.

Find reasons for low-self concept of ABE student.

Use appropriate criteria to select and evaluate materials for adult learners.

Assess achievement of learning through appropriate evaluation procedures.

Organize a plan of instruction that demonstrates appropriate sequence, continuity, and integration.

Locate, interpret, and apply research and new developments to improve teaching.

Create own materials (game, role play) for use in teaching. Keep informed on recent curriculum.

Find curriculum that is suited to the ABE students.

Adapt prepackaged curriculum materials to the individual needs of the students.

Apply knowledge of materials as well as methods and techniques from fellow teachers to improve teaching.

Have knowledge of teaching-learning techniques appropriate for the ABE learner.

Have knowledge of a variety of ways to motivate basic education participants.

Know how to assess learning problems of the adult learner.

Have a command of the subject matter in the area in which one is teaching.

Know how to individualize and/or personalize instruction for the adult learner.

Help the ABE learner determine personal objectives and become a self-directed learner.

Adapt curriculum to needs of ABE learner.

Know how to evaluate teaching effectiveness.

Understand the role and function of adult basic education at the local, state, and national levels.

Know how to involve the larger unit (colleagues, supervisors, and community leaders) in adult basic education concerns.

Have knowledge of local organizations or agencies that may enhance ABE programs and activities.

Have knowledge of the role of the local ABE supervisor.

Be able to articulate problems to supervisors.

Have knowledge of the required administrative procedures and forms.

Be able to identify own personal learning needs and share them with ABE supervisors.

SPECIFIC CRITERIA FOR EVALUATING THE CONTENTS, ORGANIZATION, AND FORMAT OF ABE MATERIALS

--Are the goals for each lesson clear, practical, and attainable?

--Does each lesson teach one or two concepts thoroughly?

--Are subject matter and learning activities familiar and interesting to adults?

--Does the content, whenever possible, raise the self-esteem and status of the adult student?

--Do the materials motivate or encourage individual reading, speaking, writing, and other study?

--Is the language used in lessons adult in tone?

--Are sentences used in lessons similar to the sentence patterns used by adults in oral communications?

--Are the skills and concepts taught in sequential, logical order?

--Do the drawings, illustrations, and other graphics clarify ideas presented verbally?

--Are the materials written in such a manner that the students can follow the lessons to a large extent by themselves? They should not be too dependent on instructors.

--Do the materials have built-in measuring devices to show both quantitative and qualitative student progress?

--Do the materials instruct in actual life situations, such as food, property, job, voting and civics, safety, social security, housing, homecraft, financing, etc.?

--Are both rural and urban settings represented?

--Illustrations should be multi-ethnic.

--Group material selections should be multi-leveled with the same concept being repeated at different readability levels.

--The readibility level should be stated.

HOW TEACHERS PROMOTE
RECRUITMENT AND ENROLLMENT

IN ADDITION TO BEING A GOOD TEACHER:

1. Flyers may be distributed in neighborhood day school for students to take home to parents.

2. Contact may be made with:

   a. a promotion committee
   b. adult administrators
   c. school public relation specialists
   d. PTA members (on PTA nights advertise by wearing a tag reading "Ask me about....")
   e. current adult education classes (distribute flyers here also)

3. Educational materials may be prepared and distributed through churches, community centers, recreation centers, welfare offices, waiting rooms for jobs, social security offices, counseling and medical clinics, reading racks, and bulletin boards of industries.

4. Teachers and administrators of local programs may appear on local TV to answer questions about the program. Questions may be accepted by telephone and relayed to the TV panel.

5. Recordings may be made and played at the local TV station periodically.

6. Newspaper stories can be written.

7. Civic clubs can be attended.

8. Former students can visit. Students can ask friends or kin to attend.

9. Informal notes and questionnaires and Christmas cards can be mailed.

10. Telephone calls can be made.

11. An open-house party combining a friendly social gathering with recruitment can be held.

12. Informal gatherings at churches, housing projects, libraries, and community centers can be planned.

13. Printed materials and Adult Education programs can be represented during panel discussions.

RECRUITMENT OF A.B.E. STUDENTS

Some observations about A.B.E. recruitment:

--Recruiting A.B.E. is a difficult take on a year-in, year-out basis, particularly after the "cream" is skimmed off of the target population.

--Traditional recruitment methods which have been used to attract middle-class adults in the past often flop miserably with A.B.E. students.

--Getting students to enroll in A.B.E. is far from any guarantee that they will be so thrilled with the program that they will attend on a regular basis.

--A.B.E. attendance is typically sporadic in nature and is often dependent on factors not directly related to the learning transaction.

--Recruitment, as well as retention, is a responsibility of the teachers, the counselor, the administrator, and the aide.

Recruiting students for A.B.E. classes funded under provisions of the Adult Education Act is particularly difficult because of these three factors:

1. No stipend is provided in A.B.E. classes, while other federally funded programs do provide stipends.

2. Federal funds cannot be used to pay transportation costs. (A.B.E. students often have serious transportation problems if low cost public transportation is not available.

3. Absence of free child-care facilities prevent parents of young children from attending classes.

RECRUITMENT METHODS THAT HAVE WORKED:

--There is no single method that works best everywhere. Recruitment is often a result of trying as many methods as possible, realizing they will work with various degrees of effectiveness.

--As a recruiter, try to involve people who are known and trusted in the community where the potential enrollees live. People tend to have a higher level of trust and understanding of someone who speaks the same language, or has the same color of skin, or comes from the same ethnic background as the student.

--The A.B.E. program should not hesitate to involve anyone or any group which might be of help.

--Teachers have a primary role in recruitment. Time and opportunity should be given to the teacher so that he or she can follow up with the students in the class through:

Telephone calls
Home visitations
Letters
Postcards
Buddy system (by fellow students)
Counselor (if available, may help)

--All learning centers, as well as many teachers, have received a booklet entitled RECRUITMENT AND RETENTION OF THE ADULT LEARNER published by the Alabama State Department of Education. This booklet can be helpful to each teacher through its suggested methods and techniques for recruitment and retention of the ABE student. Copies of this booklet may be obtained from the learning center director.

ORIENTATION MEETING NIGHT PROCEDURE

I. Reception of Students:

A. This is the all-important area. An air of friendliness and sincere welcome is valuable. Many of these people have not been in school in years. Let us attempt to make this occasion pleasant and memorable.

B. Show students to the meeting room, and if possible, make them feel "at home".

C. Encourage conversation between students in an attempt to promote an informal tone to the meeting.

D. Continue to informally control the group until appointed meeting time.

II. Meeting:

A. Begin meeting promptly at 7:30 or appointed time.

B. Welcome students and praise their interest and determination to improve educational abilities. These words need not be "flowery". "Simplicity and service" is the keystone of this program.

C. Hand out a short-form information sheet and pencil. This sheet requires only name, age (year-month-day), address, telephone number, and last grade attended or completed.

III. Class Discussion Necessary to Program:

A. What two nights each week are desirable for class work? This is entirely up to the class, as the instructor will avail himself on evenings selected. Class nights must not be consecutive.

B. The beginning time of the class should be discussed, and every student should be encouraged to enter into the discussion. The decision as to the time of starting classes as well as that of selecting class night, class breaks, etc. will be decided by majority rule vote. (Note - This, of course, excludes areas where state and school requirements govern practices. When a practical starting time has been selected, the problem of tardiness should be mentioned. Tardiness should be mentioned as "undesirable" and then proceed on to another matter.)

C. Smoke breaks or coffee breaks must be decided at this point. Ten minutes per hour of instruction is acceptable as break time. Breaks may be arranged by any manner desired by the entire class. However, one plan must be practiced throughout the course.

D. Absence should be mentioned in a somewhat stronger vein than tardiness. Take time to point out loss of individuals time, loss of continuity in materials and instruction. Attempt to establish and maintain high interest, and absenteeism will not be a problem.

E. Any other important matters determining class decisions or approval should be brought up at this time and completely settled. Any questions from students should be dealt with at this time. The instructor will profit by taking notes of all decisions reached for future use. A time schedule will be requested from each class that will reflect instructional periods and "breaks".

IV. Summary of Individual Class Decisions:

A. The value of this summary of decisions and recommendations of plans cannot be over-emphasized. The manner in which this matter is conducted will be influential throughout the entire duration of this class. A business-like attitude, with concise and definite statements, will add to the feeling of security we are trying to "instill" in these students.

B. Attempt to point out that these decisions are theirs, not the instructors. Give the impression that "they" have contributed greatly to the success of the program through this one evening's effort. Make them, the STUDENTS, the most important part of the program.

V. Closing of the Meeting:

A. With a well-planned and organized meeting, you have covered all points of importance, discussed and received all necessary information. Dismiss the group in the same friendly and informal manner that was used to organize this meeting. We are still in a position to continue our "first impression" with these indivduals.

B. The very fact that they are dismissed without any time being spent or used unwisely will gain much respect from the students.

VI. At the close of the class meetings, all instructors are asked to meet with the head building teacher and discuss the entire operation of the meeting. Comments both positive and negative should be noted and reported in a written report to the Adult Basic Education Office.

RETENTION

It is so easy for an adult to drop out of school. He doesn't HAVE to be there. No law forces him to attend. He isn't working for credit. Chances are he has no money invested in the class, only his time. Why shouldn't he leave if the class is boring or doesn't meet his needs or expectations? Wouldn't you?

If you have had a high rate of dropout in previous classes, now's the time—at the very beginning of a new term or class—to get going on dropout prevention techniques. Steps to prevent student dropout may be taken at the very first class session. (Some adults attend the very first meeting but never come back.)

HOW TO BRING THEM BACK FOR MORE!

PRESCRIPTION #1:

Send students home from the very first class meeting with a skill which they can use, no matter how small or simple.

Give them cliff hangers! Arouse their interest in future classes by telling them briefly about some provocative activities you've planned for future sessions....experiences that they won't want to miss.

Give them action! Too many teachers devote all or most of the first meeting to a long oration about the course. The students will like it better—and you'll get valuable information about them—if you start by asking each student why he is there and what he needs or hopes to get from your course. It may be necessary to divide into small groups to get instant action and reaction and to encourage shy individuals to speak up.

Give a warm-up session! Students may rearrange the chairs into a circle (the moving about in itself creates an informal atmosphere.) Have students write information about themselves on index cards and exchange them, then read them aloud. It's sometimes easier to talk about another person than yourself.

PRESCRIPTION #2:

Your secret weapon is MOTIVATION! Students will not drop out if they are highly motivated. The most disinterested person in your class was sufficiently motivated to enroll, so there must be a way to find and use that motivation. What will stimulate one student's enthusiasm won't necessarily work with another. So you'll have to try many different approaches:

(1) Some teachers recommend coffee breaks during class as a way of motivating adults who feel somewhat ashamed of their educational deficiencies. Much encouragement can be gained by each person simply by finding out that he is not alone but in a rather close group. By chatting informally with others and the teacher, he finds other having the same problems he is having, and all go back to their studies with renewed enthusiasm and hope.

(2) Every time a student in your class performs a skill successfully, or learns a fact he can use, he is less likely to drop out; whereas continued failure is a killer of incentive. Concentrate on giving your most withdrawn, bored, or dissatisfied students the opportunities to succeed in something, however small, in every class session. Example: ask them a question to which you are reasonably sure they know the answer. Find out what jobs they hold and ask for information or advice on something related to their work. Give them their moment in the limelight. (They may never have enjoyed such an experience.)

(3) No subject has to be dull. A good teacher may put life into English grammar by turning his students into "bad grammar detectives." They may track down grammatical errors in written material, or in conversations and bring them to class for discussion or analysis. This is real motivation. Students love it, and learn more good grammar in the process than through chapters of textbook rules and explanations.

(4) Have each student compete with himself. Students are motivated to achieve by beating their own records.

(5) There is a general feeling about the subject of history that is negative. The student wonders, "What does history have to do with me?" Here are some ways to show students what history means in their lives: (a) have them write down significant dates in their personal life such as birthdays, anniversaries, etc., and ask them to find out what major events happened on that date in history; (b) assign a discussion topic such as "One Way in Which the Bill of Rights Has Affected My Personal Life;" (c) ask them to make a family tree and discuss historical events which may have affected their ancestors; (d) let the class study your local city government instead of some far-off city such as New York.

(6) Keep them guessing with a variety of activities. When a student knows something DIFFERENT will happen in every class, he will be back to see and perhaps take an active part. Use tape recorders, films, guest speakers, field trips. PLEASE AVOID SESSION AFTER SESSION OF "TEACHER TALK, CLASS LISTEN."

PRESCRIPTION #3:

An important reason for student dropout in literacy classes is "a tendency for teachers to dehumanize instead of becoming a friend to their students," says the UNESCO 1971 Report on World Literacy. A warm classroom atmosphere means friendly, informal, and non-authoritarian. This is not idle advice. It is based on sound research into the needs of adult students (of all students, actually). The new Dropout Centers and Continuation Schools concentrate on smaller groups and classes, more friendly relationships between students and teachers....and the holding power of these institutions is great.

PRESCRIPTION #4:

It's often helpful to have a personal chat with each student who shows signs of disinterest in class activities. Don't make it a formal, "behind the desk" interview. If possible, go out for coffee; maybe take two students (problem students) at a time; they feel more relaxed that way. Don't start discussing the class immediately—let them talk and as they feel more and more comfortable and relaxed, you may lead them to discuss the class and find out what they don't like about it, or in what way you are failing to meet their needs. Offer private help, also. Even a few minutes during class time, while other students are occupied or during coffee breaks, may be all the private attention or tutoring some students need to solve the learning difficulties which may be worrying them.

PRESCRIPTION #5:

They may simply need to know you care. Take the class into your confidence. Tell them to realize you may not be meeting all their needs...that what you are doing may not be interesting to everyone. Explain that you need and want their criticism, and that if they would rather write their gripes, you would be glad to distribute a gripe-sheet on which they may write down their feelings. The sheet may have spaces such as "What I want to get from this class, but am not getting,"; "What I like best about this class,"; and "What I like least about this class."

EARLY WARNING SIGNALS

Irregular Attendance. When students miss class for no clear-cut reason, such as illness or family problems, chances are he or she is a potential dropout.

Poor Preparation. If you give between-class assignments and a student ignores them or does them haphazardly, it probably means he is not really interested in what the class is working on.

Inattention in Class. Day dreaming, remaining silent in class discussions, returning late repeatedly from class breaks, all these are obvious signs of low interest and potential dropout.

WE'RE ALL SENSITIVE SOULS

Sometimes we have to tell students that they have made a mistake. No one likes criticism and adult students are often super-sensitive about their ability to learn. It doesn't take much criticism, honestly needed but wrongly given, to make a student leave your class forever.

Here are some ways to offer criticism without hurting your students' feelings.

...Never criticize anyone in the presence of other students. Do it quietly and privately, in an individual appointment.

...Remember to do it with a smile. Resentment will not arise if your criticism is applied pleasantly and non-judgmentally.

...Find something to praise first. This will soften your comments and take the sharp edge off your criticism. It will be much less ego-deflating for the students.

"They cannot fail today and succeed tomorrow, for if they fail today they will not be back tomorrow."

Mary Wallace

Take from - Techniques - October, 1972
Published by National Association of Public Continuing and Adult Education.

TEACHING TIPS AND TECHNIQUES

THE PSYCHOLOGY OF LEARNING

I. Basic Principles

A. Students do not learn as a result of what teachers do, but what the teacher gets them to do. It is important that the student understands this. Why is this? Learning is a behavioral change in an individual.

B. Changes do not become a part of a person until they are used. The student must be involved in the process of learning.

II. Motivation Key

A. Motivation is the most basic element of learning; it makes the student want to know, to understand, to believe, to act, and to gain in skill.

B. The teacher must recognize the important of motivational factors in the process of learning.

C. Motivational factors include: the need for security, experiences, recognition, self-esteem, conformity, and the need to help others.

D. Goals are deceptive. The student may set a goal opposite or different than the goal the instructor sets. This is why it is important to adopt a policy of teacher-student planning in selecting goals. Each should know what is expected of him.

III. Learning Is Action

A. The teacher should discover what the student needs are which can be met as a result of outside assignment.

B. The teacher helps the student think through: why he should know the subject, and how and when he can use it.

IV. Outside Assignments Should Include:

A. *Lesson objectives.*
B. Importance of assignment to student
C. Places to find necessary study materials.
D. Key questions and statements.
E. Expectations of teacher from outside assignment (what the student is expected to know and/or do)

V. Individual Differences

A. Teacher must recognize individual differences if learning is to be a living (active) process. No two people learn at the same rate.

B. Student discussion - after lecture: Some get one main fact - others get all. Discussions may help the teacher determine why this difference exists.

C. Student Records.

D. Private Conference - May get to know students as individuals. Learning differences and personal problems can be discussed. This may help in adjusting course material and requirements to meet student needs.

VI. Psychological Laws

A. Basic laws which control learning process. Teacher must understand these laws to achieve real measure of success in teaching and to make learning experiences more effective, lasting and enjoyable for students.

B. The Law of Effect.

1. Students realize they are learning; therefore, they are willing to return each night to school.

2. They want to enroll in more classes.

3. Students must obtain personal satisfaction from each learning activity.

4. Students should master some new idea or achieve some success each class period.

C. Law of Primacy.

1. First impressions are the most lasting.

2. Teachers should arouse interest and create sense of need for the subject matter.

3. Teachers should encourage students to learn it right the first time.

D. Law of Exercise.

1. Repeat procedures.

2. Be sure students practice correctly.

E. Law of Disuse.

1. A skill or knowledge not used will be lost or forgotten.

2. Repetition is necessary for reinforcing gained knowledge of skills.

3. Period immediately following learning best for reinforcement.

F. Law of Intensity.

1. Make experiences vivid, dramatic, exciting; these are more likely to be remembered.

2. Bring subjects alive - "turn self on". Joe Paige's remark.

G. Blocks to Learning

1. Psychological laws plus feelings, emotions, and attitudes may be blocks.

2. The following blocks can be controlled by teacher.

a. Boredom - (Work too easy or too hard) (Motivation low)

b. Confusion - Over complex material or ideas.
Fails to relate one step to another.

c. Irritation - Instructors annoying mannerisms
Poor human relations
Interruptions and delays

d. Fear - of failure or getting hurt. Be sure each show some mark of success.

H. Human Relations

1. A basic Practice. Students are flesh and blood. The teacher must never forget this. The students' wants, needs, desires and feelings become more obvious because the teacher as an adult has had the same at one time or another. Emotions come out in many ways. It is important the teacher recognizes this. Some ways are:

a. Projection - Finding blame for weakness.

b. Rationalization - finding explanation which sounds reasonable but not real basis.

c. Aggressiveness - anger, loudness, discourtesy, contempt.

d. Flight - finding an excuse to stay away from class.

e. Resignation - shows little or no interest in class.

2. Teacher may help in the following ways:

a. Help students set reasonable standards which they can achieve.

b. Help students help self by being understanding. Let him work out his problem.

c. Keep student informed. Share the plan of the entire course.

d. Encourage students to tell you how they feel about your teaching methods, etc.

I. Student Expectations:

1. Expects teacher to fulfill their needs.

2. Wants to know reason for the information he is given.

3. Wants to be instructed simply and directly.

4. Expects patience and understanding. Looks to the teacher for friendship and confidence.

J. How to Criticize and not make Enemies.

1. It is sometimes necessary to tell students they need to pay closer attention. Suggested rules to follow in telling them this:

a. Do not criticize in front of others.

b. Remember to smile.

c. Find something to praise first.

d. Appeal to the student's self interest.

e. Inquire gently why the person made the mistake you wish to correct.

2. Be moderate with your criticism. Wind up with a pat on the back. Leave the door open for a desire to improve.

K. Things Good Teachers of Adults Will Do:

1. Adapt his teaching and materials to meet his student's needs.

2. Maintain a high level of interest in his class, (vary method, guest speaker, plan special reports, etc.)

3. Give attention to the safety of the student. (Know where exits are)

4. Plan interesting and helpful activities for the full class period.

5. Handle subject matter with adeptness. (Organize in short units). Student wants to see progress.

6. Make education a mutual aim. Student-teacher planning insures student satisfaction. This gives them a sense of belonging.

7. Tie in class work with his daily work.

8. Listen understandingly to student's problems. Lend assistance when the need is shown.

L. Typical Adults Want to See:

1. Immediate benefit from the course.

2. Enjoyable class participation in class activity.

3. Their backgrounds drawn upon in the course.

4. Progress. (Throughtful teacher will use every opportunity to encourage and praise the student to show personal satisfaction.)

5. Subject matter that can be adapted to his objectives.

6. Practical usable knowledge.

STUDENT OBSERVATION

A. Danger Signals of Drop Outs.
1. Non Participants
   a. Class partially satisfying needs.
   b. Feels inferior to other students.
   c. Subject too advanced.
   d. Two or three dominant in class.

2. Suggested Aids
   a. Give him verbal support in open discussion.
   b. Help him see others are as shy.
   c. Spend more time getting acquainted.
   d. Small group in order to involve him more.

B. Overly Talkative or Impatient Students.
   1. Characteristics
      a. Finds class too elementary.
      b. Lesson plan poorly organized.
      c. No standards of class participation.
      d. Has strong need to gain individual recognition.

   2. Helps:
      a. Make closer check on individual needs.
      b. Better organization of class.
      c. Involve students in making decisions on what is good contribution to discussion.

C. The Slow Student.
   1. Characteristics
      a. Classwork too advanced
      b. Does not understand what is expected of him.
      c. Check hearing and sight.

   2. Helps:
      a. Provide counseling or group guidance.
      b. Use more illustative materials.
      c. Make closer check on classroom communications.

D. The Nervous or Fidgety Student
   1. Characteristics
      a. Presentation boring.
      b. Classwork seems "academic" and not very practical.
      c. Does not feel free to participate.
      d. Classroom facilities poor.

   2. Helps:
      a. Place more emphasis on student participation and planning.
      b. Increase use of committees and other small planning groups.

E. The Procrastinating Student.
   1. Characteristics
      a. Delay opening of class.
      b. Eager to leave class because topic doesn't seem interesting to him.

   2. Helps:
      a. List and clarify subjects to be included in the curriculum.
      b. Make extra effort to help determine his needs and see that the course meets them (as with all adult students).

3. Other Helps:
   a. Encourage each to become acquainted so that each has a feeling of belonging.
   b. Be informal, friendly, and personal.
   c. Encourage everyone to share in group activities.
   d. Make each one feel his own opinions, needs and thoughts are important.
   e. Let program grow with and from the group.
   f. Remember too, you are a group member.

F. First Class Meeting.
   1. Characterisitcs and Helps.
      a. Start right - Set pattern for future progress and quality of work.
      b. Meeting tone determines whether group will grow in size and cohesiveness or disintegrate.
      c. Seating arrangement flexible (suitable to methods and objectives).
      d. Eliminate noise (inside-outside).
      e. Speech (intensity).
      f. Start on time, welcome, praise interest to improve educational abilities.
      g. Registration - Class discussion necessary to program, nights, time, breaks, etc.
      h. Absence - Loss of individual's time, continuity in material and instruction.
      i. Use adults' time wisely - will gain respect from students.

SOME CHARACTERISTICS OF ADULT LEARNERS AS COMPARED WITH CHILDREN

1. Adults are more realistic. They have lived longer and have a different perspective of life. They no longer see life through rose-colored glasses, but as a set of realities.

2. Adults have had more experience. They have insights and see relationships not discerned by children. They have a sense of what is likely to work and what is not--a sort of accumulated wisdom.

3. Adults have needs which are more concrete and immediate than those of children. They are impatient with long discourses on theory and like to see theory applied to practical problems.

4. Adults do not comprise a captive audience. They attend voluntarily and if interest is lacking, they are inclined to stop attending.

5. Adults are used to being treated as mature persons and resent having teachers talk down to them. They enjoy having their talents and information made use of in a teaching situation.

6. Adult groups are likely to be more heterogeneous than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

7. Adults through their fifties, and sometimes well beyond, can learn as well as youth. Although, because of a slowing up of physical equipment, they may not perform some school tasks as rapidly as children. They attend classes often with a mixed set

of motives--educational, social, recreational--and, sometimes, out of an over-developed puritanical sense of duty.

8. Adults are sometimes fatigued when they attend classes. They, therefore, appreciate any teaching devices which add interest and a sense of liveliness, variety of method, audiovisual aids, a change of pace, and a sense of humor.

This material was taken from "A Guide for Teacher Trainers in Adult Basic Education" by NAPSAE, 1966.

POINTS TO PONDER

1. Good teaching takes into account past negative school experiences, remoteness of past schooling and the self doubts of adults, and provides at the earliest possible time in the class for encouragement and for an experience of success. This can be done by discussing with the class the well-established facts about the ability of adults to learn, or by giving a short review test in the subject, making it simple enough that most any student would get several "right" answers.

2. Good teaching takes into account the relation between a pleasant social atmosphere and a satisfying educational experience. When an adult leaves his family fireside, faces the psychological barriers of entering a building customarily used by children, his footsteps echoing down the dimly lit halls and entering a room filled with strangers, it may be "an adventure into loneliness." But if he is greeted cheerfully by his teacher, introduced to fellow classmates, and finds other persons who have like problems, all this will change. A good social atmosphere will rid him of the feeling of isolation, bolster his ego, help him to maintain his personal identity, and assist in making the learning experience a meaningful one.

3. Good teaching takes into account not only the need for an early experience of success, but the need for frequently recurring experiences of success. Adults should be able to relate the results of each class period to the goals of the course or activity. At the end of each class experience, the adult should be able to say to himself something like the following. "I came into this class to learn and converse in French. Tonight I learned how to pronounce and use in sentences twelve words. I'm making progress!"

4. Good teaching takes into account the loss of speed in performance in academic activity during the mature years. The activities of the groups should be paced rapidly enough to be challenging but not so rapid as to be frustrating. Relatedly, since adults may read more slowly and have less time for reading, outside assignments should be selected so as to be most central to the activity concerned.

5. Good teaching recognizes the validity of the principles of involvement. When a person does something himself or says something in his own words, it will have more meaning than said or done by another person. Therefore, the more students can share in determining the goals of the course, and in determining the class activities, the more they are likely to feel a personal commitment to the success of these goals and activities.

6. Good teaching recognizes the adults themselves as a prime teaching resource.

Each class or group of adults is characterized by a variety of talents and experiences. It is the responsibility of the teacher to study the backgrounds of each member of his group so as to utilize to the maximum degree the talents of each member for the benefit of the group as a whole.

7. Good teaching recognizes the concreteness and immediacy of most adult goals. As a rule, adults appreciate applied knowledge and concrete illustrations rather than detailed statements of theory. Theory may be arrived at through the inductive method where it is based on generalizations drawn from practical situations.

8. Good teaching takes into account the key place which motivation holds in the learning process. Adults should want to learn. It is safe to assume that when adults come to class, they do want to learn. But sometimes adults are discouraged by the gap between what they know and what they want to know. The teacher should help the student to see that learning is a step-by-step process, not something to accomplish all at once. He can help the student to analyze his goals and abilities realistically so that he is stimulated to want to achieve what he can.

9. Good teaching recognizes physical and mental fatigue as a deterring factor in adult learning. Most adults attend class in the evening or late afternoon after they have done a full day's work and commuted some distance. Presenting the material in a dramatic fashion, skillful use of audio-visual materials, and frequent change of pace will tend to offset the effects of fatigue and help keep a high level of interest in the subject.

10. Good teaching recognizes each teaching experience as a opportunity for professional growth. Good teachers often learn more in a course than their students. The sincere teacher, in urging the growth of others, will miss no opportunity to grow himself.

HOW TO BE A BETTER LEADER

Whether you are an authoritarian teacher or a relaxed "We're-all-learners together" type, you are the leader of the group. Even the most permissive teacher of adults tries to keep the group moving toward its goal . . . to lead the group in a certain direction. Do you wonder why things sometime get slowed down or why some members of the group appear alienated or seem to be unenthusiastic learners? Do you feel ill at ease when forced to point out student errors?

ASK YOURSELF THE FOLLOWING QUESTIONS:

Am I realistic about my own abilities and limitations?
Do I have the ability to arouse allegiance in others?
Do I identify with the group which I'm leading?
Am I willing to work harder than most people?
Can I analyze verbally?
Can I speak clearly and to the point?
Can I make suggestions in a pleasant manner?
Am I sensitive to the needs and desires of the group?
Can I verbalize those needs in the type of language with which the group can identify?

The above questions are the basic characteristics of a good leader.

Whenever possible, delegate responsibility to members of the group and solicit ideas from them for decisions affecting the group. This method may take longer, and may not be as efficient as the more direct approach, but research has shown it to be more satisfying to all concerned.

When you are in a group discussion, try to reserve your suggestions and judgments until you have asked for and listened to those of the other members.

Visit the classrooms of those teachers whom you particularly admire, and observe their methods and techniques. One of the most important techniques of a good leader is to observe others, not passively, but with a sincere desire to learn why they are successful or unsuccessful in their attempts to communicate.

Don't forget that as a leader, you are often called upon to play different roles. Sometimes you must be the "neutral coordinator," just a member of the discussion group on a par with the other members. At other times you play the role of "pacemaker," "counselor," "referee," "persuader," "information-provider," "interpreter." Each role demands different skills and techniques.

Try to avoid giving students the impression that you are superior to them. The average individual realizes within himself that there are others superior to himself in wealth, intellect, power, etc., but he does not like to be reminded of this fact. When you communicate an attitude of superiority, your students are likely to see you as unwilling to enter into a cooperative problem-solving relationship with them.

What are the advantages of group decisions?

- More resource information is available on which to base a wise decision.
- Experience and recommended solutions can be compared.
- Motivation is higher because students enjoy a feeling a high moral and team spirit.
- The students are usually more willing to live with and cooperate with a decision in which they had a voice.
- Responsibility for the decision can be shared among members of the group.

A TEACHER'S SELF-APPRAISAL

ATMOSPHERE FOR LEARNING

Do I know the names of my students?
Do my students experience a feeling of being welcome?
Is there a genuine feeling of cooperation between teacher and student?
Is the classroom attractive, well lighted and comfortable?
Are the students properly grouped according to learning levels?
Am I constantly alert to any necessity for re-grouping students?
Do I keep all the students busy all of the time?
Do I create an atmosphere that "We are going to learn something worthwhile in class"?

IMAGE OF THE TEACHER

Am I interested in each individual student's needs and responses?
Do I speak clearly and distinctly?
Is my classroom appearance pleasing?
Do I smile?
Do I earn the respect of my students?
Do I make learning an exciting experience?
Am I on time for my classes?
Do I radiate enthusiasm?
Do I really enjoy teaching adults?
How do I endeavor to make myself a more effective teacher?

TEACHING PROCEDURES

Do I prepare a detailed lesson plan for each lesson?
Do I provide special lesson materials to meet individual learning differences?
Am I versatile in the use of teaching devices? (Flash cards, charts, etc.)
Do I make full use of instructional aids? (audio visual, programmed materials)
Is imagination exercised in developing lesson materials?
Is there an element of surprise in every lesson?

PSYCHOLOGY OF APPROACH

Do I treat my students as adults?
What efforts do I make to motivate the student's learning?
Is three-way communication encouraged? (teacher-student; student-teacher; student-student?)
Do I develop an attitude of supportiveness in the learning process?
Do the students share in identifying and developing goals?
Do I utilize every opportunity to praise and commend students?

STUDENT RETENTION

What percentage of the active enrollment is present at each session?
What percentage of students who originally registered is reflected in the present active enrollment?
Do I know why students have dropped out?
Do I follow up absentees?
What devices do I use to stimulate attendance?
Do I recognize and try to overcome danger signals of potential drop-outs?

FOR CONVERSATION TOPICS
by Dr. Anne Bell
Northeastern State University, Tahlequah

1. If you were on a desert island and could take only one person with you, who would

you take and why? (ask the two people nearest to you in the group to answer the question.)

2. If you were on a desert island and could take only three things with you, what would you take and why? (Ask the person across from you the same question.)

3. If you were to turn into an animal, what animal would you pick? Why? (Pick one other person and ask him or her the same question.)

4. If you could only get one thing for Christmas, what would you pick and why? (Ask each person the same thing.)

5. Go to each person and ask him something about himself that you'd like to know...it can be any question the person feels is not too personal. (The reason is to get to know everyone better. Have each person in the group do this around the circle.)

6. If you could visit anywhere in the world, where would you go? Why? (Ask the boy and girl nearest you to answer the question also.)

7. If you could change into any movie star, who would you pick? Why? Pick two other people and have them answer the question, one boy and one girl.

8. What job would you pick if you could be whatever you wanted? Is that different from what you think you will really be? (Ask each one the same question.)

9. If you could date any famous person, who would you pick and why? (Ask the boy and girl nearest you to answer also.)

10. If you could change only one thing you have done in your life so far, what would it be? Why? (Ask each one the same question.)

11. What do you think is the worst thing about the way you look? (Ask each one what he thinks is the ugliest thing about himself.)

12. Tell what things about the way you act are like your mother and what things are like your father. (Have everyone else do the same thing for themselves.)

13. What is the thing you have done in the past year that you liked the best? Why? (Pick three other people and have them answer the same questions.)

14. What have you done in the past year you hated the most? Why? (Have the three people on your right side answer the question.)

15. Tell which person in your family you feel closest to, and why. (Ask each one in the group the same question.)

16. Tell which person in your family you feel furthest from (Have the most trouble talking to, etc. and why.((Ask each one in the group the same.)

17. If you could change one thing about yourself, what would you change? Why? (Ask the three people nearest you (on your left) to answer the same question.

18. Tell each person what you think is the prettiest thing about him or her. (Have each person go around and do it for the whole group.)

19. What do you look for most in a friend (Of your same sex)? (Ask each person the same question. Make a list on the board of the things most people pick.)

20. Pick two people and tell them something about themselves that you would like to copy, to be like. (Then have them do the same thing.)

21. Tell the person on each side of you something they have said or done that you thought was nice. (Have them do the same thing for the people near them.)

22. How will you be different with your children than your parents are with you? (Have each one answer the question.)

23. What kinds of things do your friends do (of your same sex) that really bother you? Ask each person. (Make a list on the board of the things most people pick.)

24. What things do you like in a person you'd like to date. (Ask each person. Make a list of the ones most boys pick and ones most girls pick.)

25. What do you think are the usual reasons couples who are going together break up? Can this be done without people being hurt? (Have the group discuss this.)

26. Do you think your parents are too strict? (Give examples; ask the group.)

27. Do you think the way a person dresses tells something about him? What? (Ask the boy and girl nearet you to answer this question also.)

28. Does the way a person acts on the outside always show how he feels on the inside? Give an example using something about yourself. Ask everyone to do the same.

29. If you really like someone, is it hard for you to tell them or her or let them know? How do you let them know you like them? (Have the group discuss this.)

30. What do you feel when you really get mad? How do you usually handle your mad feelings? Ask every other person this question.

31. How do you usually handle your scared feelings? What do you do when you are scared? Ask everyone.

32. Name one of your biggest disappointments and tell about it. Have every person in the group do the same.

33. What are some of the nicknames you have had? How did they make you feel about yourself? Ask two people on each side of you to answer, also.

34. If you really don't like someone, how do you usually act? What problems had this made for you in the past? (Ask every other one to answer this question.)

35. Tell about a time when you felt left out of a group. What did you do about it? What do you think makes people leave other people out of a group? (Have everyone in the group answer the question and have the whole group discuss the last part of the question together.)

SOME TEACHING TECHNIQUES IN READING

1. Use words they already know. Most adult non-readers understand and use many words in everyday conversation. They learn more quickly to read words with which they are familiar than words they have never heard.

2. Use real-life experiences. Adult students, unlike children, have the advantage of a wide variety of actual experiences. This helps them to understand new ideas presented to them. They are also more interested in materials closely related to their real-life experiences on the job, in the home, and in the neighborhood.

3. Repeat--and repeat--and repeat. It's not easy to remember things that are completely new and strange to you—as you know if you've ever studied a foreign language. Words must be read over and over again. Many opportunities for word-drill should be given—in the guise of games, contests, or any method the creative teacher can think of to make repetition interesting.

4. Introduce a few words at a time. Too many new words introduced too quickly will confuse the students. Introduce a few at a time and give them plenty of opportunities to speak, read, and write them before presenting new words.

5. Keep activities short. Undereducated adults usually have little confidence and poor study habits. Activities should be interesting, varied, and not too lengthy. Seatwork may consist of several short tasks instead of one long task. Directions should be specific and the purpose of the tasks well-defined.

6. Supply additional information for interest. The teacher can build student interest by supplying additional information about the material being read. For example, a story about a ship many seem dull until the teacher provides a picture of an ocean liner, a description of it and information about its size, number of passengers, and recreational facilities. Tape recordings, film strips, and films help keep class interest high.

7. Before reading a text, introduce its new words by writing them on the board and then putting them into sentences.

8. New stories may consist of news which students report from radio or TV.

9. Charts which show the beginning consonant sounds (and pictures of objects which begin with this letter and sound) will help to build the readiness for word-attack skills.

10. Demonstrate the importance of the "little" words (such as those in the Dolch list of 220 most common words) by asking students to circle these words as they appear in newspapers or magazines.

11. Have the students keep a notebook of new words found in their reading. Have them define each word and use it in a sentence.

12. Have the students make a list of words from common roots, and use the dictionary to extend the list. Have them find the roots of words, guess the meaning of the words, and then look up the actual meaning of the words.

13. Have the students find the number of syllables in words. Write words on board and have students divide each word into syllables.

14. Have students write words which appear similar, such as "there" and "where", alongside each other and underline the point of difference.

COUNSELING ABE STUDENTS

When counseling ABE students, attitudes are important. What are your attitudes?

1. Encourage and believe in your student's success, inside and/or outside the class. The difference between success and another failure may be influenced by your attitude.
2. Be aware that each participant is a warm human being, with abilities to do many things.
3. Accentuate the positive, show faith in the participant's abilities and desires to accomplish.
4. Show a true interest in the student's interests, problems, and achievements. Display a sincere concern.
5. Recognize the adult as an individual with, very possibly, attitudes, values, and goals that are different from yours.
6. Try to not pass judgment on the student's life style. Accept him as he is when he comes to you.
7. Be aware some students need only "a sounding board", someone to listen; no decisions need be reached. If you are a sincere listener, much confidence and trust can be established. Also, be aware of the student who just wants to talk about anything. This can be a waste of time.
8. Take time to study the uniqueness of each student; be aware that a counseling approach which works with one, may not work with another.
9. Personal bias must be overcome on the part of the counselor (age, race, sex, ethnic groups, social class, and/or values.) Each person is a student with needs must the same as yours.
10. Do not pry. This turns students away from you. There is a fine line between helpful counseling and prying.

Helping attitudes must be supported by helping skills. As a counselor of adults, hopefully, the following aids will help you become more effective in your counseling role:

1. Be knowledgeable of human behavior.
2. Be knowledgeable of the community and its social agencies for the purpose of making referrals.
3. Empathize, not sympathize, with students of different backgrounds. Try to remain objective.
4. Follow through a problem logically until it is solved.

Be aware of good communication skills. In communicating you send messages in the following ways:

1. Verbally--simple language, spoken sincerely. Be "real" with your students.
2. Non-verbal--actions (and react)--how others read your actions and attitudes. Communicate in a positive manner, both verbally and behaviorally.
3. Listening skills. Do not be passive--be active, attentive, and open-minded. Read the feelings behind the words (watch participant's posture, gestures, and facial expressions.) It often helps to rephrase a student's expression. This is a good test of your understanding of what you hear and your ability to communicate your understanding back to the student. (Content words as well as feeling words) Allow the student to tell of his problems in his own way. Ask straightforward questions; with the purpose in mind to summarize, clarify, and confirm what you are hearing.

Resist the tendency to "take over" in problem solving.

Situations to try to avoid:

1. Do not offer immediate advice. Listen first--assist later.
2. Do not offer pity or sympathy.
3. Let the student tell his story. Do not demand information.
4. Do not be judgmental in your conversation with the student. He is trying to find an answer to his problem, not be reprimanded.